

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13CA30

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name of Principal: Mr. Ben Sanchez

Official School Name: Oxford Academy

School Mailing Address: 5172 Orange Avenue
Cypress, CA 90630-2921

County: Orange State School Code Number*: 30664313030616

Telephone: (714) 220-3055 E-mail: sanchez_b@auhsd.us

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I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Elizabeth Novack Superintendent e-mail: novack_e@auhsd.us

District Name: Anaheim Union High District Phone: (714) 999-3511

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Brian O'Neal

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 0 Elementary schools (includes K-8)
8 Middle/Junior high schools
10 High schools
0 K-12 schools
18 Total schools in district
2. District per-pupil expenditure: 5475

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	96	113	209
8	94	116	210
9	96	112	208
10	91	103	194
11	86	91	177
12	78	75	153
Total in Applying School:			1151

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
61 % Asian
2 % Black or African American
16 % Hispanic or Latino
10 % Native Hawaiian or Other Pacific Islander
10 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 1%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1, 2011	1151
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent of English Language Learners in the school: 1%
Total number of ELL students in the school: 4
Number of non-English languages represented: 28
Specify non-English languages:

Spanish (136), Vietnamese (238), Cantonese (26), Korean (183), Philipino/Tagalog (68), Mandarin (54), Japanese (1), Khmer/Cambodian (7), Lao (1), Arabic (9), Burmese (1), Farsi/Persian (4), German (1), Hindi (6), Hmong (1), Hungarian (1), Ilocano (1), Indonesian (2), Punjabi (7), Thai (4), Turkish (3), Tongan (1), Urdu (3), Gujarati (16), Romanian (4), Tigrinya (1), Bengali (7), Telugu (1)

9. Percent of students eligible for free/reduced-priced meals: 34%

Total number of students who qualify: 385

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 0%

Total number of students served: 0

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>33</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>7</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>18</u>	<u>1</u>
Total number	<u>60</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 31:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	100%	100%	100%	100%	100%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>162</u>
Enrolled in a 4-year college or university	<u>95%</u>
Enrolled in a community college	<u>5%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Oxford Academy is a college preparatory, seventh through twelfth grade public school established in September 1998. The mission of Oxford Academy is to prepare students to be academically and ethically focused for entrance into college or university.

Oxford Academy is a school of choice limited to students from the diverse attendance area of the Anaheim Union High School District (AUHSD), which serves over 33,000 students. Oxford receives students from 71 elementary schools representing five districts within our geographical region.

Oxford's current enrollment is 1,151. The ethnic breakdown of the student body is 61% Asian, 16% Hispanic or Latino, 10% white, 10% Filipino/Pacific Islander and 2% black students. Seventy-two percent (72%) of Oxford Academy students come from homes where English is not the primary language spoken, with 28 different home languages represented. This hidden piece of data even more complements our students' remarkable academic success because our students are able to be successful in our rigorous learning environment without English reinforcement in the home. Thirty percent (30%) of students participate in the Free and Reduced Lunch program.

Oxford receives approximately 1000 applications from perspective students each year. New student enrollment is limited to seventh, eighth, and ninth graders. Approximately 200 new students enter seventh grade each year. Additional new students are enrolled in eighth grade and ninth grade as needed to maintain enrollment at 200 students in those grades. To give a balanced representation from across the district, twenty-five students from each of the eight AUHSD junior high school attendance areas who score the highest on the admissions test are accepted to make up each new class of seventh graders.

All Oxford Academy students participate in a comprehensive honors curriculum and are required to enroll in a minimum of four of the school's seventeen Advanced Placement courses to graduate. Ninety-nine to one hundred percent (99-100%) of students complete A-G University of California admissions requirements. This percentage is the highest among public schools in the state. To support students in achieving the high expectations of Oxford Academy, all seventh, eighth, and ninth grade students take part in a Learning Skills class that meets three days a week to offer academic assistance, homework support and encouragement of student collaboration. Additionally, all Advanced Placement teachers have at least one conference period available at the end of the day in order to meet with upper class students in need of additional support or individual tutorials. All Oxford students are required to maintain a minimum grade point average in order to remain at the school, ranging from 2.5 to 3.0.

In addition to Oxford's rigorous college preparatory program, all students participate in one of two career pathways: Advanced Sciences or Business. The business pathway capstone class is a course called Virtual Enterprise. Students create a virtual business from the ground up and engage in commerce with other participating schools locally, nationally, and internationally through online sales trade shows and in-house events.

Oxford's seventh through twelfth grade structure allows a successful vertically aligned instructional program that has strengthened teaching and learning practices and has provided students with meaningful learning experiences throughout the content areas. Departments have enhanced instructional strategies across grade levels allowing for a learning continuum from grades seven through twelve. Collaboration among teachers facilitates the development and delivery of more challenging learning experiences. Students' knowledge base is scaffolded through the years they are at Oxford Academy to prepare them for the rigorous nature of the Advanced Placement curriculum.

Oxford is recognized as one of the top schools in the state and the nation based on California's Academic Performance Index, Advanced Placement pass rates, and student completion of A-G University of

California eligibility requirements. As the highest performing school in Orange County, Oxford is dedicated to academic excellence and its commitment to life-long learning. Expectations to attend a post-secondary institution are clearly stated beginning in seventh grade and continue throughout students' Oxford Academy experience. Recognition by US News and World Reports (#11 in 2012), Newsweek (#19 in 2012) and The Washington Post (#27 in 2012) magazines and newspaper demonstrates the hard work and dedication of Oxford's students, staff and families.

Oxford Academy received California Distinguished School recognition in 2005 and 2011.

Oxford Academy is a Blue Ribbon School because we all focus on what is best for students. As a whole staff we continue to reflect on how to maintain a balance between a culture of high rigor and low anxiety. Additionally, we continue to implement research-based strategies that improve student engagement instead of just sitting back and resting on our academic accolades, asking ourselves whether our students' achievement is simply a measure of their natural, innate academic abilities, or because of the academic tools and support we provide. We accomplish all of this while helping students connect to our small learning community, allowing students who come from all over our district to feel that Oxford is their home.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Performance Results

We administer three types of standardized tests every year. These include the AP exams, the California State Test (CST), and the California High School Exit Exam (CAHSEE).

The AP exams are our primary measure of student achievement at Oxford Academy. Our current performance target for all AP courses is a 75% pass rate and performance higher than the national average. We also have an expectation at Oxford that when students take an AP course, they also take the AP exam. Therefore, the pass rates are inclusive of all student subgroups, regardless of course performance. Results are pure and not skewed in any way. The results for the 2011/2012 school year show that in twelve of the seventeen exams administered our students met the performance target. Three of the courses not meeting the performance standard are in science: AP Biology, AP Chemistry, and AP Physics. However, each of these courses did have significant gains over last year's results. For example, our AP Physics students jumped from a 32% to 64% pass rate. In all courses not reaching a 75% pass rate, the expectation is that a 10% improvement year-over-year will be seen until the target is met.

California publishes an Academic Performance Index (API) every year for public schools. The API score ranges from 200-1000, with 1000 being the top score. Since 2005, we have seen continued gains in our API score through our continued intense focus on student engagement and improved instructional practices. We have risen from 964 in 2005 to 995 in 2012. We are tied with one other high school as the top public high school in the state of California.

Our current performance target for the CST is 100% proficient or advanced. In looking at data for the 2011/2012 school year, 99% of the students are performing at this level.

Our current performance target for the CAHSEE is 100%, and our students perform at this level without exception every year.

B. Performance Trends

Even though 94-100% of our students since 2008 have been proficient in English and math, what we discovered in the data was the trend in our Hispanic subgroup to underperform all other subgroups in the advanced category specifically in math. In 2008, 61% of all seventh grade students in math were advanced, but only 38% of Hispanic students were advanced. This trend continued in 2009 with 60% of our eighth grade students in the advanced category, but only 39% of the Hispanic subgroup being advanced. The same trend continued in 2010 with anywhere from a 20-30% gap between the two groups. Our Hispanic students were proficient and performing on par with all subgroups in that category, but were not able to make the jump to advanced.

It was in 2010 that this subgroup finally got our attention. We studied the data and discovered that our Hispanic population was silently struggling. They are the minority at our school, yet live in communities where they are the majority, and their performance numbers were buried in the success of our overall population. We finally identified it for the challenge that it was at the end of the 2010/2011 school year, identified the students and put support measures in place for these students. Because our school is small, we had the opportunity to strategically target this group.

We immediately began a new organization on campus called the Association of Latin American Students

(ALAS) to fill a socio-emotional need for these Hispanic students who were at a school in which they did not feel connected.

We also took advantage of a Learning Skills class that all seventh through ninth graders take. It is a course at the end of the day meant to support all students. We decided to more strategically place students in classrooms with teachers who can provide targeted content intervention. For example, students struggling in math are placed in a Learning Skills course with a math teacher, and for a portion of the class, the teacher gives targeted math instruction to the entire class. This data is gained from a math placement exam that all new seventh graders take before the start of their first school year at Oxford. We instituted peer tutors in 2010/2011 for students who requested extra help. In 2011/2012, we utilized our National Honors Students (NHS). Two NHS members are assigned to every Learning Skills classroom to help students. In the 2012/2013 school year, we added individual mentors for ALAS members.

In looking at data for 2012, we discovered that our Hispanic students in seventh and eighth grades are performing much stronger. In 2008, only 38% of our seventh grade students were advanced in math and 60% advanced in English. This past year this number was up to 66% and 71% respectively. In eighth grade, this student population has improved from 34% advanced in math and 76% in English in 2008 to 52% and 86% in 2012 respectively.

As a result of our targeted interventions, we have seen fewer Hispanic students opt out of Oxford in order to return to their home school. We clearly have room for improvement in closing the gap between this subgroup and all students, but with our improved instruction and targeted program support over the past few years, all students are performing better. The gap still exists, but overall the Hispanics students are performing significantly better as a whole, and we are better preparing them to be successful in the rigorous curriculum mandatory at Oxford Academy and any four-year university.

2. Using Assessment Results:

A. Improve Instruction and Student Learning

Our opening professional development activity of every school year is to look at spring assessments. These include AP (Advanced Placement), CST (California Standardized Test), and CASHEE (California High School Exit Exam) results. We identify strengths, weaknesses and gaps of all data broken down by subgroup. Each department then breaks the data into strands in order to determine where we need to give our focus and attention. The English department is at a point in their development as a department to use that data, in conjunction with site-administered assessments, to realign their curriculum maps both horizontally and vertically.

The data results drive new initiatives and revisions to current initiatives in our Single Plan for Student Achievement (SPSA). Our current site plan is categorized into five focus areas: rigorous, standards-based curriculum; formative assessments and teacher collaboration; academic intervention and enrichment; parent involvement; and safe schools. Data ultimately drives the decisions we make about these focus areas.

One example of how this data has improved instruction and student learning lies in the science department. In 2004/2005, twenty-four students took the AP Chemistry exam. The number of students taking this exam continued to grow until 2008/2009 when eighty-nine students took the exam. Results for these exams fluctuated just above and just below the national average. In 2009/2010, the number of students taking the exam dropped again to thirty-seven and again in 2010/2011 to thirty-one. In addition, the pass rate this school year dropped from a high of 62% in 2006/2007 to 42% in 2011. In evaluating the results of the data, the department, along with counselors and the principal, took a closer look at how the courses were aligned from year to year. What we found was students were taking Honors Chemistry in tenth grade, but then not taking AP Chemistry until their senior year. The same was happening in Biology – a one-year gap between the honors course and the AP course. In 2011/2012 the department realigned the course offerings and saw an increase in both the number of students taking the course and the pass

rate. This year the number of students taking AP Chemistry is up to 101 and we anticipate that last year's pass rate of 46% will increase, as well.

Reflection on the assessment results also prompted the science department to visit a comparable, school-of-choice high school in Los Angeles County for a one-day walk through to witness learning in their science classrooms that produce exceptional assessment results. Additionally, Oxford chemistry teachers are hosting a district-wide staff development day at Oxford for chemistry teachers to standardize and realign chemistry concepts and share best practices.

The social science department at Oxford also uses assessment data to improve instruction. In 2007/2008 Oxford's AP US History pass rate hovered around 70%. In evaluating the data, the department made a decision to begin having each teacher teach one class, allowing each teacher to hone their skills and master the content delivery for one content's curriculum. This, along with an increased focus in vertical alignment and a focus on writing, clearly improved instruction, as AP pass rates have been on the rise ever since, culminating in May 2012 with a pass rate of 91%. And what makes this data even more astounding is Oxford's requirement that all juniors take the AP US History course. It is not an elective. No honors course is available to take as an alternative. Last year, 91% of the juniors passed the AP exam.

B. Inform Parents, Students and the Community

Every month the principal gives monthly updates at our school's parent meetings, including Foundation, PTSA and School Site Council. In California, Oxford is ranked as a top performing school and as the top school in Orange County. Our local papers report our CST results every year, bringing great pride to our community, parents and students. Additionally, our community and parents are informed of our student success nationally through US News and World Report and Newsweek rankings every year, when they rank the top US public schools in the nation. Oxford is recognized every year in the top 10 or 20 schools. This brings not only national recognition, but global recognition as well, prompting visitors from all over the world.

Leadership is currently reflecting on how to do a better job with the monthly grade-level parent meetings to keep our stake holders informed. With our intense focus on rigor and AP capstone courses in all subject areas, the ninth through eleventh grade parent meetings this year will cover the benefits of taking AP courses, including why we offer them, how they prepare students for college, how they teach skill sets for learning, and why it is important to take the culminating AP exam.

3. Sharing Lessons Learned:

Oxford Academy shares successful strategies with other schools in the district, feeder elementary schools, and with state and professional associations.

Our work with other schools in the district includes topics of Vertical Alignment and Accountable Talk. Our Vertical Alignment strategies are directly tied to the work accomplished at Oxford Academy over the course of the past eight years. We have garnered tremendous gains in student achievement through our alignment of curriculum in grades seven through twelve in history, English, math, and foreign language. Our capstone AP courses in eleventh and twelfth grades have guided instruction in the lower grades in each of these core subjects to ensure that our students are ready for AP courses when the time comes for students to take them. With our course alignment, we have seen gains in not only the pass rates for these courses, but also gains in the number of students taking these courses. For example, the pass rate in AP English Language and Composition in 2004 had been hovering in the low to mid 70%. As of 2012, the pass rate in this course hovers in the low 90%. We attribute these successes to the vertical alignment in the English courses for grades seven through twelve. Granted, we have a unique campus in that we have our students from seventh through twelfth grade – 6 full years. But we are convinced that our same successes can be duplicated in other schools in our district. Because of this belief, we send two of our English teachers to the district to work with school principals and teacher leaders from various schools in the district. For example, one full professional development day was dedicated to one high school and its

feeder middle school. The teachers, principals, and district curriculum staff began its alignment of their English curriculums to raise the level of rigor so more students will have successful access to AP courses.

We realize that the alignment must not just begin in the seventh grade. We must continue to work with our feeder elementary districts as well to prepare them for success at Oxford. Therefore, we have sent one English teacher to one elementary school from a feeder elementary district that works diligently to encourage students to apply to Oxford. The purpose of the day was to model good writing strategies and help set expectations for the teacher and the students. Because of this lesson, many of this teacher's students are applying to and gaining acceptance to Oxford. This outreach served to open a line of communication between the two districts and resulted in Oxford hosting various elementary teachers who come to observe Oxford instructors and dialogue with teachers.

Another teacher from Oxford visited six district schools to present to their staffs the benefits and how-to's of Accountable Talk. This is a district initiative tied to formative assessment and student engagement. Additionally, we have a foreign language teacher who has presented at the California Language Teachers Association Conference (CLTA) on the topic of "Using Children's Literature in the World Language Classroom."

4. Engaging Families and Communities:

Several years ago Oxford began hosting Parent Information Evenings. They are grade-level specific to address student needs and concerns as related to their specific grade. For example, we host College Application and Financial Aid Workshop evenings for our senior parents early in the application process every year led by our Oxford Counselors.

Because Oxford is a school of choice, we have GPA requirements for each grade. Periodically, we have students who fail to reach the minimum GPA and when that happens we call an Academic Probation Meeting. The purpose of this meeting is to set goals for the child, teach success strategies and determine what that child individually needs to do in order to be successful at Oxford. We believe that every child can learn and be successful, so these meetings are meant to help facilitate this school culture. We invite both the student and the parents, engaging all the stakeholders in that child's academic success. And when necessary, as a school community, teachers may request a meeting with a student and his or her parents to come together to build supports for the struggling student.

Oxford also works closely with our community. We have an Oxford Foundation whose mission it is to provide financial resources and assistance to promote the educational advancement and success of our students. The Foundation sends letters to our school and neighboring communities asking for donations to our school, ensuring that all dollars collected are earmarked solely for improvement of academic instruction since we receive very limited categorical funding.

Our school also requires that all of our seventh through twelfth grade students participate in a school-wide portfolio. A junior high student's portfolio culminates in a student-led conference that takes place with the student's parents. This is a gateway portfolio, leading to the high school portfolio that culminates with each of our seniors participating in an exit interview with a panel of community members. The eighth grade conference is a preview of this senior interview. The next four years are then spent preparing for this senior interview. On the day of the interview, each senior sits with a panel of three or four interviewers made up of district personnel, school teachers, community leaders, business owners and alumni. The students present themselves to the panel and engage in a dialogue about their experience at Oxford and future plans. This day clearly allows our seniors the opportunity to reflect on their learning journey and to envision their future in the real world.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The mission of Oxford Academy is to prepare students to be ethically and academically focused for entrance into college or university post-secondary education. Oxford Academy provides students with a rigorous educational program in a collaborative setting, with emphasis on mastery of academics, critical thinking, effective communication skills, and character development.

In seventh and eighth grades, this mission translates into unique curricula in business, world languages, social science and physical education. All seventh graders are enrolled in a year-long computer skills course that teaches basic computer, typing and program skills that are used throughout junior high, high school and college. In addition, this course offers cross-curricular opportunities to apply new skills in real-world applications. For example, reporting and research of the cell unit in seventh grade science is tackled in the computer skills course. The business teacher focuses on the research and layout standards, while the science teacher can focus on the content. In addition, all seventh graders are exposed to one full year of Conversation and Culture in two foreign languages: one semester of Spanish and one semester of Mandarin. These courses offer an introductory look at both languages, giving the students the opportunity to choose a language of study for the next three years. All students who complete 3+ years of a world language with a 3.0 GPA or higher earn a Seal of Bi-Literacy on their diploma and transcript, issued by the Anaheim Union High School District. Social science and physical education also collaborate at Oxford. The departments collaborate on a seventh grade Middle Ages project that includes the study of the time period and heraldry in the social science class and then a re-creation of the Battle of Hastings in physical education, including student-created shields and weaponry along with a written reflection. In our performing arts courses, both the instrumental and choral curriculums now embed technology as part of their teaching.

Our high school core curriculum uses the California Content Standards as the baseline. But we do not stop with the state standards – we continue to build. All of our courses at the high school level are at least college preparatory. Most are honors. And all content areas culminate with AP offerings. With our mission of ensuring all students be college ready, all students graduate UC eligible, and 95% of our graduating seniors attend a 4-year college. Additionally, a minimum of four AP courses are required for graduation from Oxford. All students take AP US History, AP Government, AP English Language and Composition, and AP English Literature and Composition. Our math curriculum is aligned to ensure that all students graduate Oxford having taken at least Pre-Calculus. Our business and health courses are technology driven – in fact, the ninth grade health course is taught using one-to-one iPads.

With a national move towards the Common Core and 21st Century Skills, our students are being challenged in the English department to continue building literacy capacity, independence and an evidentiary-focus learning environment. For example, the entire department works together on a document-based, non-fiction inquiry lesson that introduces more complex reading opportunities, text-based discussions and assignments for real audiences. This lesson is embedded in the department's lesson planning.

Our graduates return every year and report that they are completely prepared for their college-level studies. We take great pride in that as a well-developed school culture and mission.

2. Reading/English:

Our English department is vertically aligned to build competencies that enable all eleventh and twelfth grade students to take the two required AP English courses. We do not offer any college preparation or honors-level English courses in eleventh and twelfth grade, so the English department's mission is clear – all students need to be ready to take AP English. With 72% of our students from non-English speaking

homes, vertical alignment of the English curriculum is especially critical. This alignment includes both writing and reading. The writing alignment is driven by a bi-annual common lesson plan designed by the department that enables teachers to measure, at each grade level, students' mastery and required remediation of the writing standards. With these common lesson plan results, the teachers are then able to gauge what skills and knowledge the students are missing, on the verge of acquiring and have mastered. This allows for the vertical alignment of writing to occur.

The reading alignment has been developed with the partnership of University of California Irvine. The two-year program works with our teachers to share research-based reading strategies for the classroom. What the English department finds through its common summative assessments is that Oxford students are all reading at grade-level, but the comprehension and understanding can sometimes fall behind. Because of this, the department has introduced the use of more non-fiction information text, literary critical analysis, and collaborative learning strategies that provide opportunities for students to talk about the content. This increased rigor and engagement, intentional checking for understanding, formative assessments and common assessments has shown to be instrumental in the continued improvement of our AP pass rates.

When students are struggling with English, teachers meet with students for one-on-one writing and reading conferences, set-up peer writing conferences, build reading clubs into the school day, provide extended reading opportunities for students to make book selections based on their interests, and scaffold material through technology, collaborative grouping and peer tutors.

3. Mathematics:

Oxford's mathematics department has a goal that all students will take calculus before graduation. This is accomplished through the alignment of the college-preparatory, honors, and AP program. In fact, 80% of all graduating seniors have taken AP Calculus AB, AP Calculus BC or AP Statistics – and some take more than one.

The math department primarily uses the direct instruction method. However, teachers have begun to experiment with cooperative learning at the junior high school level, the integration of technology and the flipped classroom in Algebra and Geometry, and discovery learning in calculus, applying math to real-world examples and problem solving.

Students acquire foundational mathematics skills through the vertical alignment of the curriculum. For example, in Pre-Algebra our students learn the basics of slope: rise over run. In Algebra, the formula for slope is introduced. In Geometry, slope is reinforced. In Algebra 2, the average rate of change is introduced. Pre-calculus reinforces Algebra 2 knowledge and introduces the graphing calculator. And when the students enter Calculus, slope finally becomes a derivative of a function. With all courses aligned to the common goal, our students are not only taking calculus before graduation, but are ultimately successful in the course.

Late Start Mondays are used in the math department to discuss best practices. They often pick one topic and discuss how to best teach it. They decide on the most successful approach using empirical data from common assessments. Our math teachers decide on their common academic language. They define learning targets for these topics to ensure students are focused on their daily task and learning objective.

The school is dedicated to improving the mathematical skills of students performing below and above grade level. Summer workshops in Calculus and foundational math are being offered each year. We require a one-week math orientation class for all incoming seventh graders to ensure proper course placement. Non-honors, college-preparation math courses are available as alternatives to Advanced Placement. Junior high students have the opportunity to participate in math competitions through the after school MathCounts program, and high school students have established an active math component of our STEM team.

4. Additional Curriculum Area:

The Oxford social science department offers seventh grade World History, eighth grade US History, tenth grade World History, tenth grade AP World History, eleventh grade AP US History, twelfth grade AP Government, twelfth grade Economics and AP Psychology. With each course, the focus of the class is not only on the content, but also on building a solid writing foundation that can be built upon the following year. This is critical at Oxford because of the AP Capstone courses in grades 11 and 12.

To begin, the history and English departments work together to ensure that the academic vocabulary for writing and writing strategies is common among both departments. For example, teachers in both history and English in seventh and eighth grade use the same structural terms for an essay: thesis, commentary, concrete detail, argument. The history department also works closely with the English department to supplement their historical studies with novels. Our English department has handed off the teaching of *Animal Farm* to the World History class because of its historical significance, but is also studied and referenced in the tenth grade English course. The eleventh grade history and English courses are also aligned horizontally so that students are studying similar time periods throughout the course of the year. Learning the history of Existentialism and then reading an Existential novel provides additional opportunities for students to think critically.

In an effort to push Common Core alignment, the social science department as a whole is committed to a strategy of thinking and writing called DBQ (Document Based Questions). This teaching strategy uses non-fiction, primary source documents to teach close analysis and interrogation of documents, deep reading for understanding, and powerful evidence-based, argumentative writing. The DBQ exercises begin in the seventh grade with Mini-Q's to provide a baseline opportunity for our youngest students to begin this pre-AP strategic reading, writing and thinking. The DBQ's are expanded and become more difficult as the years continue. And because we do not offer a social science course in the ninth grade, the English department is building a DBQ project into their ninth grade English curriculum to ensure that skills for this essential building block are not lost or forgotten.

The proof of the success of these approaches lies in the AP US History scores. In 2005 the pass rate for Oxford students hovered around 55%. Pass rates have continued to rise each year. In 2012, the AP US History pass rates were 90%. With AP programs being the national standard for academic rigor and college readiness, providing high school students with the opportunity to take college-level courses in a high school setting and then having continued, improved success, we are meeting our mission of providing the level of rigor that best prepares students for post-secondary success.

5. Instructional Methods:

Oxford Academy's instructional methods begin with high expectations for all students. Our rigorous curriculum is the standard across all content areas. All teachers teach to that high standard and then we differentiate individually for those students who struggle. Because we are such a small school, we are afforded the opportunity to target these students individually. Therefore, modifications are most often individual as well. These modifications include one-on-one teacher writing conferences in English, project-based learning in science, collaborative problem solving in math with intentional groupings, post-test metacognition in social science, English and science, and articulation between teachers and counselors to support struggling students emotionally as well as academically.

Most teachers use Learning Targets in their classrooms. As a staff we articulate the learning goal for every class period. This helps students work toward mastery of that curricular aim. This approach also allows students to be self-evaluative of their learning and take pro-active steps in asking for help. Not only are teachers keeping an eye on student performance, but students themselves are assessing their learning.

With the Oxford work in Vertical Alignment of course content, teachers are always teaching for the next year. For example in science, lab report standards are set department wide. In seventh grade, students are

taught that standard from day one. Then each year these basics are built upon. So rather than students having to learn a new format or approach each year, teachers can continue to build on prior student learning, allowing higher levels of achievement in AP level courses.

In our World Language courses, the instructional focus is on speaking orally in class. They philosophically believe that language is oral and that the learning of a new language requires not only reading, writing and listening, but ultimately speaking.

In our performing arts courses, both the instrumental and choral curriculums now embed technology as part of their teaching. They employ SmartMusic, allowing students to sing or play individually and then receive immediate feedback from the program on their performance. Students work with this program as part of their required course work.

6. Professional Development:

In 2008, Oxford modified its bell schedule to embed 90 minutes of professional development into every work week. We call these Late Start Mondays. Every Monday teachers are either working as a staff on instruction methods, in Professional Learning Communities to work on department collaboration, or as grade-level teams to address grade-specific instructional needs. During these mornings this year and last, we have discussed the role of Formative Assessment, Learning Targets, PLC's, Accountable Talk, Writing Across the Curriculum, Common Core, Habits of Mind, Technology in the Classroom, the School Plan for Student Achievement and Project-Based Learning. These professional development activities are solely focused on student achievement and school improvement, supported by either research-based studies, summative national, state, district and school assessments, or observational data from teachers themselves.

Oxford also participate in the district initiated Learning Walks. The Learning Walks are opportunities for teachers to visit other teachers' classrooms as a learner. This professional development opportunity is designed to help teachers reflect on their instruction and stimulate thinking about how they can continue to refine their craft through collaboration and collegial discussion. By the end of the year, all Oxford teachers will have participated in the Learning Walks. On these Learning Walks, teachers are focused on their own use of the following in their practice and classroom: Content and Language Objectives, scaffolding, building prior knowledge, relevance, intentional formative assessment, independent practice, and rigor. Teachers are challenged to reflect on and refine their craft. We have one teacher on staff who has a class period to facilitate these walks and help develop the plan for future professional development.

7. School Leadership:

The Oxford principal and leadership believe philosophically that all students can learn and be successful at Oxford Academy. Because Oxford is a school of choice, sometimes students find that sticking with the high level of rigor for six years is both challenging and daunting. Nonetheless, the leadership has built a culture where students are expected to succeed. However, in the event that a student fails, we look at it as a learning experience from which a plan can be developed and implemented to help ensure that those students are supported as needed.

As instructional leaders, our Principal and Assistant Principal both take ownership for all administrative duties. They each have assigned roles and responsibilities, but they work together to make decisions that are ultimately best for our students.

The Assistant Principal hosts a student club titled RSVP (Raising Student Voice and Participation). He specifically recruited seventh through twelfth grade students who were not involved in ASB, sports, or other clubs. He chooses these students based on their potential, giving them a voice to make change on campus. They are the voice of the student. They are the direct link from students to administration. They report student concerns, plan improvements, and work with administration to implement change.

Our Principal is a relationship builder, and these relationships provide opportunities for our Principal to develop professionally. As a nationally recognized high school, she graciously hosts visitors and groups from other schools in the district, other district leaders, and international leadership teams from China to collaborate about student achievement and successful programs. Additionally, she builds relationships with all stake holders to ensure that everyone understands Oxford's mission. The Oxford Foundation, School Site Council, and PTSA all embrace the college-bound culture of Oxford Academy because of the Principal's leadership and focus on student achievement. For example, our Foundation just recently purchased a class set of iPads for our ninth grade Health class. Every ninth grade student learns Health on the Oxford campus through a 21st century hands-on technology model. It is because of the Principal's intense focus on student learning that resources were pooled to achieve this.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10

Test: STAR Program

Edition/Publication Year: Spring 2012 Publisher: Educational Testing Service (ETS)

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	100	100	100	100	100
Advanced	92	86	83	91	93
Number of students tested	184	168	186	180	180
Percent of total students tested	100	99	99	99	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	100	100	98	100	100
Advanced	92	84	68	93	91
Number of students tested	62	45	41	30	35
2. African American Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	4	2	2	2
3. Hispanic or Latino Students					
Proficient/Advanced	97	100	96	100	100
Advanced	85	63	56	89	88
Number of students tested	33	27	25	18	16
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Asian American					
Proficient/Advanced	100	100	100	100	100
Advanced	97	93	94	93	94
Number of students tested	111	101	102	122	116
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
The special population we serve in subgroup 1 includes: SED (socioeconomic/disadvantaged students; students receiving free and reduced lunch or both parents did not graduate high school), EL's (English Learners), Special Education, and Migrant.					

13CA30

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10

Test: CAHSEE

Edition/Publication Year: Spring 2012 Publisher: Educational Testing Service (ETS)

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	100	99	100	100	99
Advanced	97	98	97	93	94
Number of students tested	184	168	185	181	179
Percent of total students tested	100	99	99	100	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	100	100	100	100	100
Advanced	94	93	98	83	97
Number of students tested	62	45	40	30	35
2. African American Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	4	2	2	2
3. Hispanic or Latino Students					
Proficient/Advanced	100	100	100	100	100
Advanced	91	96	96	83	100
Number of students tested	33	27	25	18	16
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Asian American					
Proficient/Advanced	100	100	100	100	99
Advanced	98	98	100	93	97
Number of students tested	111	101	101	123	116
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
The special population we serve in subgroup 1 includes: SED (socioeconomic/disadvantaged students; students receiving free and reduced lunch or both parents did not graduate high school), EL's (English Learners), Special Education, and Migrant.					

13CA30

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: STAR Program

Edition/Publication Year: Spring 2012 Publisher: Educational Testing Service (ETS)

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	100	99	100	100	95
Advanced	89	85	84	83	61
Number of students tested	204	203	207	203	206
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	99	99	100	99	96
Advanced	87	79	84	86	57
Number of students tested	112	104	107	122	96
2. African American Students					
Proficient/Advanced	Masked	Masked		Masked	Masked
Advanced	Masked	Masked		Masked	Masked
Number of students tested	8	7		3	4
3. Hispanic or Latino Students					
Proficient/Advanced	98	91	100	97	89
Advanced	71	62	77	74	38
Number of students tested	41	21	34	38	47
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Asian American					
Proficient/Advanced	100	99	100	100	98
Advanced	96	94	88	90	76
Number of students tested	122	127	123	117	102
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The special population we serve in subgroup 1 includes: SED (socioeconomic/disadvantaged students; students receiving free and reduced lunch or both parents did not graduate high school), EL's (English Learners), Special Education, and Migrant.					

13CA30

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: STAR Program

Edition/Publication Year: Spring 2012 Publisher: Educational Testing Service (ETS)

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	100	100	100	100	98
Advanced	89	91	85	94	75
Number of students tested	204	203	207	203	206
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	99	100	100	100	99
Advanced	87	83	83	93	72
Number of students tested	112	104	107	122	96
2. African American Students					
Proficient/Advanced	Masked	Masked		Masked	Masked
Advanced	Masked	Masked		Masked	Masked
Number of students tested	8	7		3	4
3. Hispanic or Latino Students					
Proficient/Advanced	98	100	100	100	96
Advanced	71	86	74	84	60
Number of students tested	41	21	34	38	47
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Asian American					
Proficient/Advanced	100	100	100	100	99
Advanced	96	93	89	97	83
Number of students tested	122	127	123	117	102
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The special population we serve in subgroup 1 includes: SED (socioeconomic/disadvantaged students; students receiving free and reduced lunch or both parents did not graduate high school), EL's (English Learners), Special Education, and Migrant.					

13CA30

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: STAR Program

Edition/Publication Year: Spring 2012 Publisher: Educational Testing Service (ETS)

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	97	100	97	96	95
Advanced	77	60	68	60	63
Number of students tested	205	199	197	197	194
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	97	96	97	95	95
Advanced	70	57	68	48	58
Number of students tested	86	75	113	58	55
2. African American Students					
Proficient/Advanced	Masked		Masked	Masked	Masked
Advanced	Masked		Masked	Masked	Masked
Number of students tested	6		3	5	2
3. Hispanic or Latino Students					
Proficient/Advanced	95	93	91	97	90
Advanced	52	47	49	39	35
Number of students tested	21	30	35	36	29
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Asian American					
Proficient/Advanced	98	99	98	96	99
Advanced	86	68	70	71	75
Number of students tested	126	122	116	109	106
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The special population we serve in subgroup 1 includes: SED (socioeconomic/disadvantaged students; students receiving free and reduced lunch or both parents did not graduate high school), EL's (English Learners), Special Education, and Migrant.					

13CA30

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: STAR Program

Edition/Publication Year: Spring 2012 Publisher: Educational Testing Service (ETS)

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	100	100	100	100	100
Advanced	95	92	95	87	78
Number of students tested	205	199	196	197	194
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	100	99	100	100	98
Advanced	91	88	93	79	69
Number of students tested	86	75	112	58	55
2. African American Students					
Proficient/Advanced	Masked		Masked	Masked	Masked
Advanced	Masked		Masked	Masked	Masked
Number of students tested	6		3	5	2
3. Hispanic or Latino Students					
Proficient/Advanced	100	97	100	100	100
Advanced	86	77	94	83	76
Number of students tested	21	30	35	36	29
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Asian American					
Proficient/Advanced	100	100	100	100	99
Advanced	98	94	96	90	80
Number of students tested	126	122	116	109	106
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The special population we serve in subgroup 1 includes: SED (socioeconomic/disadvantaged students; students receiving free and reduced lunch or both parents did not graduate high school), EL's (English Learners), Special Education, and Migrant.					

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